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ABSTRACT

This paper presents an outline of Great Britain's Open University from its ideological inception through its ultimate development and present functioning. The objectives of the University appear in the charter as follows: "The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means, such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars, and in other relevant ways, and shall be to provide education of university and professional standards for its students and to promote the educational well-being of the community generally." Thus, a multimedia approach to learning has been instituted at the University. A summary of the structure of courses, the means of assessing students' work, and the procedures for admitting students to the university are included in the report. (Author/HS)

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CONCURRENT GENERAL SESSION II
Monday Morning, March 6

NON-TRADITIONAL STUDIES: WHAT CAN AMERICA LEARN FROM GREAT BRITAIN?*

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Introduction

First of all, Mr. Chairman, Ladies and Gentlemen, I wish to say how privileged I am to be at this important conference on so timely a topic. The urgent issues and difficult practical realities of 'The Expanded Campus' have no geographical or national boundaries, as the necessity for and the hunger for education is world-wide. In this dramatic context, made evident by the mass media, when resources are so limited in relation to rapidly growing needs, it is imperative that knowledge of improvements and innovations should be spread as widely as possible, not least by the self-same mass media. I have no reservations about the first part of the title of this Address assigned to me, but I certainly have about the second - I do not presume to tell Americans what America can learn from Great Britain. However, I am very glad to share our recent experiences and developments with a wider audience in the hope that some parts at least may be transplanted advantageously into another culture and educational system. In this instance, such transplanting is for Americans to decide, having due regard for the scale and scope, the complexities and urgencies of their own present circumstances.

Recently Professor Lewis B. Mayhew of Stanford University began a lecture on 'External Degrees - View of a Skeptic' with the statement that 'The current interest in external degrees and the university without walls could well be a fad, fraud, or romantic fantasy'. It is a very proper duty to be sceptical, and every innovation must make its way against serious informed criticism, such as Professor Mayhew displays, both to prove itself fully and manifestly to be seen to do so. Tradition, however, can all too readily become defence in depth against change, so that the orthodoxies and inadequacies of today severely restrict if not entirely prevent tomorrow's potential.

When Professor Mayhew's speech was reported in a British journal his phrase 'the university without walls' was identified with, even substituted by the name of the Open University. So it is pertinent to note that in Britain there was no lack of academic scepticism about the proposal to establish 'The University of the Air' later called 'The Open University'. Such criticisms gained a sharper edge from a fear of 'political gimmickry' because of its origination, but also through envy of the resources which were to be accorded to the enterprise at a time of increasing shortage of resources generally. Whatever may prove to be the future in America, it is gratifying and encouraging to be able to say - if I too can use alliteration's artful aid - that in Britain the Open University is no fantasy but solid fact, no fraud but fruitful innovation, no fad at all but is fundamentally serious in purpose. As for having a touch of the romantic, it is surely no bad thing to catch the imagination of the people in any enterprise, least of all in

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education.

I wish to make one further substantial point by way of introduction. Winston Churchill stated the aphorism: 'Men make institutions, institutions mould men', but it is important to note that the men who are thus moulded by institutions are mostly those who did not make them. Now moulding constraints are indispensable to the continuity of civilized society, but its institutions and their moulding purposes need to be understood and modified in response to the changing needs and aspirations of mankind. In former times the slow rate of change enabled the moulds to be turned to developing needs at a reasonably commensurate rate. Now the pace and character of change induced by science and technology produce problems which cannot be contained or solved within the traditional moulds, and the resulting stresses and strains put a premium on understanding. Men and women no longer acquiesce quietly in the institutional moulds designed by their forefathers as these are keenly felt to embody irritating, not to say highly abrasive outmoded values and practices. They thus feel compelled to re-mould their existing institutions, to re-design them, and to establish entirely new ones: institutions, indeed, that will secure humane objectives and desirable social advances within their own lifetime, and not in some distant period of time.

Education is perforce the basis of a technological society, and is no less an indispensable defence against its abuses if it is to become truly democratic, and to remain so. Without education, human opportunities and lasting satisfactions diminish and the citizen's rights are apt to wither away, a fact not overlooked by dictators. 'Power always tends to corrupt, absolute power corrupts absolutely' said Acton. Technological power can all too readily become an absolutely corrupting power, as the last three decades right up to the present time bear frequent and terrible witness. Access to education is therefore of paramount importance and should not be subject to arbitrary, unreasonable or removable barriers. To ensure this, for example, university charters in Britain explicitly require that 'No religious, racial or political test shall be imposed upon any person in order to entitle him or her to be admitted as a Member of the University or hold office therein or to graduate thereat or to hold any advantage or privilege thereof', and that 'all offices, membership of bodies, courses of study and degrees shall be open to men and women alike.' Indispensable and admirable as all that is, there still remain educational limitations insufficiently recognized even now - in social inequality of home and neighbourhood, in employment, and in the geographical location of educational institutions and resources, especially in higher education. All this and more, justifies and requires the most searching and constructive examination of the Extended Campus and its possibilities. All this and more explains why the Open University is no mere accident of time and place, but an augury of widespread institutional change in higher education.

It is against these general considerations that I wish now to consider briefly the scope of non-traditional studies in Britain and, more fully, the work and implications of the Open University.

Non-Traditional Studies

In Britain the extended campus and external degrees are not new in concept or practice. Notable dates in their history are the granting of the Charter to London University in 1836, the beginning of 'University Extension', in its modern sense, by the University of Cambridge in 1873, and the founding of Ruskin Hall (now College) in 1899, and of the Association for the Higher Education of

Working Men in 1903, which became the Workers' Educational Association, the W.E.A. in 1905. This century has seen many universities established and most of them became involved in such extra-mural activities. With the notable exception of London University, the courses did not lead directly to university degrees, nor even, with a few exceptions, to partial exemptions of or credits towards degree requirements.

London University recognised a few technical colleges in the London area for internal degrees and in this sense they ought to be regarded as clustered colleges. It also recognised a number of university colleges abroad in the Commonwealth for the award of London degrees under schemes of 'special relationship' and so helped them to full university status. In Britain, its major effort beyond its own campus was in the award of External Degrees through which tens of thousands of students, otherwise denied opportunities, were able to make their way. In course of time, external students pursuing science and technology were required to enrol at technical colleges with laboratories recognised by London for the purpose. Many students attended these and other colleges for courses in arts subjects and social studies, but a large number studying these subjects were simply private students. From 1945 onwards there was a marked growth of technical colleges which led to the emergence first in 1956 of the colleges of advanced technology (which became technological universities in 1966) and then, more recently, of the polytechnics. Alongside these there was the related establishment of the National Council for Technological Awards (NCTA) in 1955, which became the present Council for National Academic Awards (CNAA) as a chartered degree granting body in 1964. This recognises courses for the granting of first and higher degrees, mainly in the polytechnics but in some other institutions also. Courses which formerly led to the London University External Degree are increasingly being changed to CNAA degrees, on full-time, sandwich and part-time day and evening basis. It was therefore expected that the London University External Degrees system would lapse, but it well merited the description given to it a few years ago as 'the degree that won't lie down'. This was particularly because of the increasing pressure of numbers on courses in arts and social sciences - due partly to increased leisure and mobility in the (relatively) affluent society, but more especially to the need for increased education for certain professions and for the social services. To complete the general picture, we should note that besides maintaining the polytechnics and technical colleges, in which the London External and CNAA degree courses are run, the Local Education Authorities are the major providers of other adult education, varying from a wide diversity of leisure interests to many courses of study of a more academic kind.

It is clear that the relationships of the technical colleges to London University and CNAA are those of the extended campus of cluster colleges. With the conforming influence of the centre, it is not surprising that courses, traditional both in content and methodology, have almost wholly prevailed in the colleges. This has also been true from the early days of university extension work, for the aim has been to make courses of university type and standard available beyond the particular campus. However, it is an encouraging fact that CNAA courses have recently begun to move away from traditional patterns of study. The same is true of university extension work with the growth of interdisciplinary studies, and of mission oriented projects rather than problem solving courses. Moreover there is already evident a concern to set vocational and professional objectives in the wider context of adult education, rather than in strict terms of preparation for a particular employment. It may be that the new Diploma in Higher Education, proposed by the James Committee on the Education and Training of

Teachers, will prove a valuable innovation in this wider context also. There is too a growing concern, which will not be denied, about ecological and environmental issues, and the general well being of man's society, which must change the content and treatment of many subjects.

In retrospect, too, the methodology of higher education, like its content, is seen to have been largely traditional in character. Uncritical enthusiasms ('without visual aids the people perish') have given way to a more careful appraisal of new methods, but generally on the cautious side while resources have not been readily forthcoming. A recent report recommends a new central organisation for promoting educational technology in the United Kingdom, in itself evidence of the need for change and perhaps a hopeful sign for the future.

Against the scene that I have described, I now turn to discuss the emergence and implications of the Open University.

The Open University

The inevitable shortage of time requires me to say that I do not propose to burden you with many figures, for statistics should be seen and not heard. These and other factual details are given in an appendix to the printed copy of my paper.

Briefly summarised, the emergence of the University has had two main phases: the first up to the granting of the Royal Charter on 30th May 1969; and the second from then to the present when the University has 36,112 provisionally registered students taking 52,482 course units.

The first phase began when the idea of a 'University of the Air' was first publicly suggested in a speech by Mr. Harold Wilson M.P. in Glasgow in 1963. This led to the Government White Paper of February 1966, which reported the findings of a Parliamentary Committee under the Chairmanship of Miss Jennie Lee, M.P., and recommended the creation of a Planning Committee. I was privileged to be Chairman of the Committee, which first met in October 1967 and reported to the Secretary of State, Mr. Edward Short M.P. in January 1969.

Besides the preparation of the Report, the Planning Committee had other essential duties, such as the appointment of the Vice-Chancellor, Dr. Walter Perry, O.B.E., M.D., D.Sc., in June 1968. From that moment on the recruitment of staff and the planning of courses, the acquiring of a site at Milton Keynes in Buckinghamshire, and the erection of buildings, proceeded apace. This was vitally necessary because of the timetable, fixed by the government for its own reasons, that courses should start in January 1971. Another important responsibility of the Committee was the appointment as Chancellor of the University of Lord Crowther of Headingley, whose recent untimely death the University profoundly regrets.

Indispensable to the future of the University for its TV and radio programmes was the creation during this period of the partnership with the B.B.C. This has survived the tests of a very exacting time, and the closeness of the partnership is recognised by the fact that fourteen B.B.C. staff concerned are members of the University Senate, and a representative sits on the University Council. The first pilot programme transmitted by the B.B.C. was on 3rd January 1971. The first meeting of the Senate was on 2nd June 1969, and that of Council, of which I

have the privilege to be Chairman, was on 26th June 1969. The Presentation of the Charter and the Installation of Lord Crowther as Chancellor was on 23rd July 1969 in the rooms of the Royal Society, London.

Such are the brief details of the formal occasions of an intensively busy and fascinating period of development, and a fuller account is given in the published Report of the Vice-Chancellor for the period January 1969 to December 1970, which is obtainable by post from the University. For the remainder of my address I propose to abandon a chronological account of the development of the University, in favour of a discussion of certain aspects of its work in the second phase up to the present, which may be of especial interest to you here today.

The Objectives of the University

These differ significantly from those of traditional British universities, and are stated in the Charter as follows:

> 'The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of university and professional standards for its students and to promote the educational well-being of the community generally'.

Multimedia approach to study

In pursuance of these objectives, BBC 2 now provides fourteen half-hour sessions (each shown twice) totalling fourteen hours per week, and BBC VHF Radios 3 and 4 provide four half-hour and ten 20-minute sessions (all broadcast twice) totalling ten hours forty minutes per week. Correspondence sets (often written in programmed learning style) are posted to the students, and they in turn duly despatch assignments to their tutors for marking, and others to the computer centre for marking. The scale of operation is indicated by the fact that in a typical week in January 1972 about 68,500 outgoing packages were sent to students (excluding general mail and enquiries for prospectuses, etc.), and that incoming mail already sorted by Box No. was about 3,500 daily. Students receive a degree handbook of unusual design and content, which includes such sections as Techniques of Study, Communication and Contacts, Practical Points, in addition to the more usual sections about Degree Structure, Assignments and Examinations, and Syllabuses of Study.

The phrase 'technological devises appropriate to higher education' now covers a 'home experiment kit' for each student in science and technology. In science, the foundation course kit contains well over 100 chemicals, glassware, the remarkable McArthur microscope specially developed for the University, and numerous other items. The technology foundation kit includes a binary computing device, a 'noise meter', and a small tape recorder. All these kits contain very sophisticated equipment, and altogether are expensive, so that students pay a deposit and sign a written undertaking accepting full responsibility for replacement. The confidence placed in mature students was amply justified when at the end of the first year almost all the equipment was returned in a satisfactory condition.

The technological devices include the use of computer network terminals in regional and local study centres for courses which include such a practical component. On a much larger scale the computer is indispensable for recording student enrolments, the Tutor Marked Assignments, and CMA's which are Computer Marked Assignments and their final examination results. By this means the Boards of Examiners were provided with concise summary print-outs without which their work in judging the records of nearly 16,000 students in a brief period at the end of the first year course in December 1971 would have been quite impossible. Each student is entitled to a print-out of his own record on payment of a fee. Other devices include such items as film strip, tapes and gramophone records enclosed in the correspondence packets as required by the particular course. Altogether there is an air of excitement at the burgeoning release of knowledge and stimulation of ideas without comparison perhaps, since the early days of the Caxton Press after 1475.

Not that the Open University neglects books, far from it, for it could not survive without them. Its correspondence texts are well designed and printed books themselves, and they are the original work of the University's course teams and/or of specially commissioned consultants. Besides these, all courses specify required set books, usually paperbacks, and list recommended books for background reading. Students are also advised about local public library services. The lists of set books and recommended reading have had an effect among the general public far beyond the requirements of enrolled students, a 'spin-off' which publishers have been quick to appreciate. The University's Library has many special problems, and it has a strong preoccupation with audio-visual material.

Systems approach and course teams

The provision of various media and the design of courses and syllabuses unrelated to one another could only lead to cumulative error and to the confusion of the students they are supposed collectively to help. Relationship is of the essence, and the most powerful device has been 'the course team'. The method of production has generally been the same for all faculties, and the course team is composed of relevant members of the academic staff, the appropriate production staff of the BBC, and educational technologists drawn from the Institute of Educational Technology (IET) created within the University. The course team is responsible to Senate for the syllabus, the detailed content and the design of the integral parts of the course.

The staff of IET and external consultants support the course teams with advice on integrating the various media and evaluating results in order to improve production techniques and schedules. But they have also been collaborators in the development of the operation techniques and systems to enable the University to deal with some 25,000 - 40,000 students a year. Moreover in February 1970, a broad plan for a comprehensive, seven-year evaluation research programme was drawn up to feedback the results and (hopefully) to suggest improvements for the next cycle.

Communications

These include the necessary information systems I have indicated, but communications have a personal aspect of vital importance to students and staff, and to the wellbeing and reputation of the University.

First there are 12 Regions (soon to be 13), each with a Regional Director

and staff, and the regional offices have altogether about 280 associated study centres, which are used for viewing programmes, for meetings, tutorials and general discussions. Part-time posts now total 4,430, of which 1,483 are counsellors and 2,947 are course tutors, and in all, 4,082 individuals are employed.

The course tutors mark and comment on the written assignments of the students, and meet them wherever possible at the study centre for brief tutorials. Counsellors take a continuing interest in the students as persons and in their general progress, are normally based in the study centres and, where possible, share the broad subject interests of the group of students for whom they are responsible. Most students join such groups fortnightly, often following a TV or radio programme, or a replay. Out of these contacts many small groups of students have arranged other meetings together, often on a rota in each other's homes. The same sense of excitement in the genuine pursuit of studies together pervaded the residential summer schools attended by about 16,000 students in the summer vacation at eight universities. These come in August-September, which is most timely in the academic year which starts in January.

Another integral part of communications is the system of representative bodies for students and part-time staff. This is designed to enable defects and grievances more readily to be set right, but also to stimulate the flow of ideas and helpful suggestions. Each Study Centre has a committee which elects a student on to a regional committee, which in turn elects a student to a Central Consultative Committee. This reports to a General Assembly, which is composed of elected representatives from each region (5 part-time staff and 3 students from each). The General Assembly is entitled to comment on any matter affecting the work and interests of the University. Its first meeting was televised on BBC 2 and so students could see their representatives at work. The General Assembly elects two part-time staff and four students to a central Staff and Student Affairs Board, which has full-time staff on it, and which, among other things, regulates discipline in the University. The ultimate step is the election of two part-time staff and two students to the Council of the University. All very complicated, it may be thought, but it has to relate closely to the needs of, at present, some 4,000 part-time staff and some 36,000 students distributed throughout the United Kingdom.

External communications comprise such self-evident matters as publicity in many forms, and stimulating enquiries in a variety of ways. However I wish to stress the partnership which the University has established with a wide variety of other bodies in the form of Advisory and Liaison Committees. There are now 8 of these, each meeting regularly at least twice a year, and they concern many interests vital to the University, such as Adult Education, Publishing, Library Services, Computers, Local Authorities, and there are special concerns such as those with the Disabled.

One important aspect of great educational importance is that of ensuring that the University's educational standards are comparable with those of British universities generally. As with all recently established British universities, this is done through the Academic Advisory Committee established under the Charter. Its membership comprises eight distinguished academics from seven different universities, with Professor Hilde T. Himmelweit as Chairman.

Structure of Courses

Courses are offered for the first degree of B.A. and B.A. (Honours) and for the higher degrees of B.Phil., M. Phil., and Ph.D. and in addition for what we call 'post-experience' courses.

January 1971 saw the start of four undergraduate Foundation courses in Arts, Social Sciences, Mathematics and Science; and a fifth, Technology, was added in January 1972. Satisfactory completion of a course gains a credit, and six credits qualify for the award of the B.A. degree. The B.A. (Honours) degree is awarded on two further credits (eight altogether).

There is a wide variety of options, including courses ranking for one half, one third, and one sixth of a credit, but there are certain restrictions which are binding. For example, the degree course must include two and not more than two Foundation courses; for the B.A. (Honours) degree two course credits must be at third or fourth year level; at least one full credit (or two half credits) must be gained in a course before going on to the next level; certain courses overlap in content and both may not be used as credits. The prospectus gives details of courses and credits, and also of certain exemptions which may be allowed. These again are reasonable, and do not invalidate the course as a whole. The maximum number is three, and exemptions up to this number may be offered to holders of teacher certificates, higher national certificates and diplomas and similar qualifications, depending on the content, duration and standard of the course taken.

Courses for higher degrees, with supervision as appropriate of research and advanced study are being progressively established for persons of necessary experience in employment of many kinds. 'Post-experience' courses will begin later this year, and will be developed over a wide field. These are to enable responsible people in industry and commerce, government service, teaching and other professions to update their knowledge and skills, to take on added responsibilities, or to move from one sphere of activity to another, for example, from a scientific post to general management. Credits may be gained on these courses (but will not be required for entry to further such courses), which may lead to a University Diploma, which in turn may confer eligibility for entry to a course of advanced study for a higher degree though this has yet to be decided. While degree courses are supported by government grant, post-experience courses are expected to be financially self-supporting, and fees will be calculated accordingly.

Assessment of Students' Work

The final assessment for credit is based on continuous assessment throughout the year together with a final examination. The former has two parts - the regular marking of assignments by the Tutors (TMA's), and by the Computer (CMA's). The final examination, of three hours duration, is held in October/November. The basis on which TMA's and CMA's are compiled and combined with the final examination results is explained to students in the B.A. Handbook. Assessment which is of vital concern to students and indeed to staff, is the subject of continuous on-going research and feedback by staff of the Institute of Educational Technology.

At the end of the first year, 15,823 candidates took 17,664 examinations, and 14,667 students gained 16,341 credits. Of these 936 credits were awarded with distinction, and 14 students gained two credits with distinction.

Admission of Students

Students are what the whole enterprise is about: no students, no university: and the University's practices in this regard certainly differ profoundly from the traditional in Britain.

No entry standards or qualifications are required - no General Certificate of Education, Advanced Level, or Ordinary National Certificate or whatever. The

normal age of entry is 21 and over, but exceptions have been made in the case of the physically handicapped and the housebound. Clearly all the applicants are by definition to be mature and highly motivated individuals. So open a condition of entry introduces a considerable element of uncertainty and this is the reason for a provisional registration in January (with payment of a deposit), and a final registration in May (with payment of the balance of fees then due). This enables students to test themselves out before final commitment to the course and the time and costs involved. Of the 28,771 provisionally registered students in January 1971, 20,771 finally registered in May 1971.

Admission is on the basis of first come, first served, but modified as need be by applying quotas to balance the intakes to each course, according to regions and occupational category. The Appendix contains tables showing the detailed distribution of allocations and enrolments in courses, of regional distribution, and of occupational classification. The last two criteria have caused much public discussion in Britain and I will deal with these aspects in the next and concluding section of my Address.

The Implications of the Open University

Against this necessarily brief description of its work, I wish now to consider the implications of the Open University for the future. Again let me emphasize that I do this from a British standpoint, leaving it to my audience and subsequent readers to determine how far and how deeply these apply elsewhere. And again I must perforce be didactic rather than discursive in the time available.

First, Essential Considerations

1. To satisfy a pent-up demand of able motivated adults, who have lost or have been denied education in the past, who have come to desire higher education for a variety of reasons - for personal satisfaction and for vocational or professional requirements.
2. An integrated systems based method of teaching to satisfy these needs at various levels.
3. An open admission system, without required educational qualifications, and with the system of provisional and final registration, has been fully justified.
4. Teaching in public (and this is what the University does) imposes its own stringent constraints:
   - high standards of teaching, visually and orally
   - first class texts and other publications
   - satisfactory methods of assessment, rationally justifiable to students and the public
   - good internal communications, based on systems analysis of requirements
   - good appropriate external relationships and partnerships
   - research and effective feedback of results
5. A system of Regional and Local Centres over the whole country.
6. A personal concern for students, and their involvement in the University as far as is practicable.

Second, Points of concern and dissatisfaction, which need special attention

1. The reasons for student fall out, and the means for their retrieval, if possible.

2. The inequitable regional distribution. In England and Wales it is the north which is disadvantaged. The deep south below a line from the Wash to the Severn estuary is wealthier, has better schools, more professional people, and thus proportionately has more in full-time higher education, and has more students in the Open University also. From the north, where the cumulative need is greater, fewer students join the University.

3. Likewise with the inequitable occupational distribution, proportionately more from the advantaged groups, less from the others. Though we must not exaggerate this in comparison with traditional universities, for we should not compare the occupational analysis for the parents of their students with that of our students.

4. Inequality finds no instant remedy in such an innovation as the Open University. Years of educational atrophy cast a long limiting shadow, as witness the smaller number of students proportionately from the lower income groups, and of women as compared with men.

5. So what is to be done to ease present inequalities resulting from the past, to foster in the deprived some capacity to see themselves as potential students? First, to make special relationships with, for example, the Trades Unions to ensure that the University's opportunities are more widely known; also to provide remedial, introductory, preparatory or 'gateway courses' in colleges and other centres, using similar broadcase methods, as has been done by the National Extension College, Cambridge; to allow special allocations of disadvantaged groups for the period of provisional registration, and to provide special fullow-up services for those who do not make it at the first attempt. All this and more needs to be done and it will require a special and continuing effort to offset the past. And not only the past -

Third, The on-going task

1. Social and educational inequality will be with us for decades to come and though this will vary in different countries, the adverse educational consequences will need tackling everywhere. And this includes the large numbers who drop out from school or early from college, only to experience disappointment and frustration in later years. (And to how many does this apply in the U.S.A.?).

2. A positive task is the need to offset the obsolescence of professional skills and knowledge by post-experience courses and higher degree courses, to facilitate occupational mobility, and the taking up of wider responsibilities.

3. To offset likewise and for the same reasons the obsolescence of social skills and knowledge, of attitudes and values, in order to secure the continuing basis of a changing democratic society.

4. By the same token to help lay the basis of peace and understanding, of sound economics and workable political relationships on the world scale. For Britain, the most immediate undertaking is preparation for becoming an integral part of the United States of Europe', and educationally we have not really begun on this indispensable task. As is true of all adult education there is the acute challenge of ensuring that this is done disinterestedly, without undue regard for established views and practices.

In conclusion, I find it difficult to believe that these implications and considerations do not obtain widely throughout the world. And I hope that what the Open University has managed to achieve in its short life, and its plans and hopes for the future both at home and abroad, may shed some light on the way ahead to solving the manifold, complex and urgent problems which beset us in the world-wide Extended Campus. Thus we may hope that the re-design of institutional moulds of which I spoke at the beginning may take place for the benefit of individual citizens everywhere.

Appendix

The Open University, United Kingdom

Some factual information

Some historical notes

1963, September	Speech in Glasgow by Mr. Harold Wilson, M.P. proposing 'the University of the Air'.
1966, February	Publication of White Paper: A University of the Air which reported the findings of a Parliamentary Committee under the Chairmanship of Miss Jennie Lee, M.P. (now Baroness Lee of Asheridge) and recommended the creation of a Planning Committee.
1967, October	First meeting of the Planning Committee (Chairman: Sir Peter Venables).
1968, 31st December	Report of the Planning Committee made to the Secretary of State, Mr. Edward Short, M.P.; it was published in March 1969.
1969, 1st January	The appointments, made in June 1968, of Professor Walter Perry, O.B.E., M.D., D.Sc., F.R.C.P. (Edin.), F.R.S.E., as the Vice-Chancellor, and of Mr. A. Christodoulou, M.A. as the University Secretary, took effect.
1969, 1st February to 1st September	Six Directors of Studies took up ofice. Recruitment began of academic staff on the basis of twenty-two disciplines.
1969, 23rd April	Grant of Royal Charter authorised. Royal Assent given 30th May 1969.
1969, 2nd June	First meeting of Senate (8 members present, total 1972 is 330).
1969, 26th June	First meeting of Council (14 members present, total 1972 is 39).
1969, 23rd July	Charter formally presented by Sir Godfrey Agnew, Clerk of the Privy Council, to the Pro-Chancellor and Chairman of Council, Sir Peter Venables, at a ceremony held in the rooms of the Royal Society, London. Lord Crowther of Headingley was installed first Chancellor of the University. (died 5th February, 1972).
1969, September	40 senior (academic and administrative) staff in post. All but one of the 12 Regional Directors in post. Production began in earnest of the four Foundation Courses - Arts, Mathematics, Science, Social Science - required for the start of courses in January 1971.

1969, September	Move from temporary premises in London to headquarters at Walton Hall, Walton, in the new city of Milton Keynes (planned to grow to 250,000) in Buckinghamshire.
1969, December	117 academic staff in post.
1970, 18th May	Formal Opening of Phase I of new buildings at Walton by Admiral of the Fleet, Earl Mountbatten of Burma.
1970, May	First T.V. pilot programme by B.B.C. at Alexandra Palace.
1971, 3rd January	First programme in Foundation Courses transmitted on BBC 2 and on Radios 3 and 4 VHF to 25,000 enrolled students of the University.

Application and Registration

(i) Total applications

	Individuals		Proportion of students applying for two courses
1970	42,000	weekly average - 1427	45%
1971	35,182	weekly average - 1852	24.98%

(ii) Provisional and final registration

1971 — 30,000 allocations to Foundation Courses resulted in

26,771 provisional registrations with payment of the deposit fee in January 1971; and 20,771 final registrations after 4 months tuition and payment of balance of fees in May 1971.

1972 — 24,750 allocations to Foundation Courses resulted in 20,498 provisional registrations for 23,164 courses in January 1972. (20,131 provisional registrations for 22,261 Foundation Courses by February 1972).
Provisional figures in February 1972 show 15,981 students continuing from the first year on 30,221 courses.
Provisional total registration at 14th February 1972 was 36,112 students on 52,482 courses.

Foundation Course Analysis for 1971 and 1972

[Take in attached Table marked (x)]

13

OPEN UNIVERSITY ALLOCATIONS: 1972

(X)

COURSE ANALYSIS

FOUNDATION COURSE	APPLICANTS				ALLOCATIONS			1972 JANUARY OFFERS Accepted
	1970/1 %	Total Number	1971 Total %	Men / Women (%)	1970/1	1971/2 %	number	
Arts	27.3	12356	29.1	51.3 : 48.7	8000	24.9	6160	5956
Mathematics	19.4	6310	14.9	88.3 :	7000	18.2	4510	4297
Science	18.7	5468	12.9	79 :	7000	17.8	4400	4178
Social Sciences	34.7	13976	32.9	63 :	8000	30.2	7480	7009
Technology	n.a.	4332	10.2	94.8 :	n.a.	8.9	2200	1724
Totals	100.1	42442	100.0		30000	100.0	24750	23164

The Students

(i) Regional Analysis

[Take in attached Table marked (Y)]

(ii) Occupational Analysis

[Take in attached Table marked (Z)]

Staff

(i) Full-time Staff January 1972

Central academic	160
Regional academic (Staff Tutors)	71
Central administrative	165
Regional administrative	30
Senior counsellors	35
Regional directorate	24
Technical	54
Research staff	46
Central secretarial/clerical	330
Regional secretarial/clerical	158
Auxiliary	68
	1,141

(ii) Part-time Staff

	1971	1972	
Counsellors	1,114	1,483	
Correspondence Tutors	2,119	2,947	Course Tutors
Class Tutors	1,459		
	4,692	4,430	posts held by 4,082 individuals

(iii) BBC Staff July 1971

Production staff	59
Administration	16
Supporting staff	165
Secretarial/clerical	70
	310

Correspondence Services

Outgoing packages sent to students in a typical week in January = 68,500
(excluding general mail and enquiries for Prospectuses, etc.)

Incoming mail from students already sorted by Box. No. = 3,500 approx. daily.

Examination Results : Foundation Courses 1971

(i) Percentage of student courses for which credit was awarded

Arts	85.6
Social Sciences	80.5
Mathematics	59.9
Science	70.7
Total	75.3

(ii) Other Figures

Number of examination candidates	15,823
Number of examinations taken	17,664
Number taking two examinations	1,841
Number of students awarded credit	14,667
Number of credits awarded	16,341
Number of credits with distinction	936
Number of students gaining two credits	1,608
Number gaining two credits with distinction	14

Finance

1. The Open University is financed by direct grant from the Department of Education and Science, and the procedures and norms of expenditure are generally and as far as possible those obtaining with the University Grants Committee and the Universities.

2. The initial period, of the Planning Committee and the early months of the University, was a special one, and the present triennial basis of estimating and approving recurrent grant did not begin to operate until 1st January 1971. In addition capital grants have been approved for expenditure on site, buildings and equipment.

3. The following table summarises the grants to date and the estimates for the remainder of the triennium (each year of which is 1st January - 31st December).

Period/Year	Recurrent Grant £000	Tuition Fee Income £000	Capital Grant £000
April 1969 - December 1970	3,196	-	2,410
1971	6,016	481	1,160
1972	7,518	730 (est.)	839
1973 (estimate)	8,354	1,155 (est.)	1,081

4. Student Fees. A deposit of £10 is payable on provisional registration in January, and the balance of the fees (£10 per course taken) on final registration in May. A deposit is also required for 'Home-Kits' from students in science and technology courses.

For a six credit course for B.A., the estimated fees total £170 minimum, and for an eight credit course for B.A. (Honours) the estimated cost is £220 minimum (assuming fees remain unchanged despite inflation). In both cases there are additional fees for summer schools at the second and subsequent levels, but most students so far have had these fees reimbursed by the Local Education Authorities. These costs may be incurred over a minimum of three years or up to five or six years, depending on the number of courses taken a year. Exemptions granted to a student reduce the time and cost accordingly.

The cost of set books varies somewhat, but may be estimated at £15 maximum per course. However, they are the property of the student, as are the course texts.

OPEN UNIVERSITY ALLOCATIONS: 1972

OCCUPATIONAL ANALYSIS

(Z)

OCCUPATIONAL GROUP		APPLICANTS						ALLOCATIONS		
		1970	1971					1970	1971	
Code	Occupation Group	%	total #	men %	women %	total %	target quota % set	%	%	number
01	Housewives	9.2	3763	0.1	10.9	11	11.0	9.8	10.8	2270
02	Armed forces	1.7	577	1.6	0.0	1.6	1.7	2.0	1.9	397
03	Administrators & Managers	6.9	1572	4.3	0.3	4.6	4.6	5.6	4.7	999
04	Teachers & Lecturers	35.9	10327	19.8	10.4	30.2	30.2	34.3	29.9	6306
05	The Professions & the Arts	11.9	4283	8.0	4.6	12.6	12.6	10.0	12.5	2630
06	Qualified Scientists & Engineers	8.0	1486	4.3	0.1	4.4	4.4	9.3	4.8	1009
07	Technical Personnel: including data processing, draughtsmen & technicians	7.5	4084	11.1	0.8	11.9	11.9	9.2	12.1	2555
08	Electrical, Electronic, Metal & Machines, Engineering & Allied Trades	1.8	1017	3.0	0.0	3.0	3.1	2.3	3.2	681
09	Farming, Mining, Construction & Other Manufacturing	))2.8	772	((2.2	0.1	2.3	2.3	)) 3.1	(2.3 (	491

OPEN UNIVERSITY ALLOCATIONS: 1972

OCCUPATIONAL ANALYSIS

(Z)

OCCUPATIONAL GROUP		APPLICANTS							ALLOCATIONS	
Code	Occupation Group	1970 %	1971 total #	men %	women %	total %	target quota %	1970 %	1970 %	1971 number
10	Communications, & Transport: air, sea, road & rail	)	476	1.2	0.1	1.3	1.3	)	(1.3	280
11	Clerical and Office Staff	8.2	3224	5.3	4.1	9.4	9.4	8.1	9.7	1881
12	Shopkeepers, Sales, Services, Sport & Recreation Workers. Fire Brigade & Police	3.4	1514	3.8	0.6	4.4	4.4	3.7	4.2	895
13	Retired, Independent Means, Not Working (other than Housewives), Students	2.5	1066	2.2	0.9	3.1	3.1	2.5	3.0	647
14	In Institutions, e.g., prison, chronic sick, etc.	0.1	61	0.1	0.0	0.1	0.2	0.1	0.1	24
	Totals	99.3	34222	67.0	32.9	99.9	100.2	100.0	100.5	21065